

**California Department of Education**  
**Jack O'Connell, State Superintendent of Public Instruction**



# Elementary Education Newsletter

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## Greetings from the Superintendent...

The California Department of Education (CDE) accomplished a lot in 2007, with the help of students, parents, teachers, administrators, and the community, to improve student achievement and prepare children for college or careers. However, our work to close the achievement gap and help all children succeed is not done. The start of this new year brings a renewed commitment to prepare students for a more challenging future. I am pleased to share CDE's top 10 accomplishments for 2007 as follows:

### 1. Moving Toward Closing the Achievement Gap

A new arm of the CDE called the Policy Development and External Affairs Branch was created to address the achievement gap that threatens the competitiveness and quality of life for students in California. CDE hosted the Achievement Gap Summit in Sacramento in November 2007. The participants included 4,000 California educators who obtained information and learned about strategies to close the achievement gap from more than 125 leading education experts. I discussed the ideas collected by the California P-16 Council at the summit during my State of Education Address on January 22, 2008. For more information, please visit the CDE Web site at <http://www.cde.ca.gov/100937>.

### 2. Improving Test Scores

- The Academic Performance Index (API) report shows that the median base API for elementary schools is 758, up eight points from 2005. Middle school and high school median scores show similar gains of 10 points and 7 points, respectively. For more information, please visit the

CDE Web site at <http://www.cde.ca.gov/101194>.

- The API median score grew from 745 last year to 751 this year, and the percentage of schools at or above the performance target of 800 grew by one percentage point, from 30 percent to 31 percent. For more information, please visit the CDE Web site at <http://www.cde.ca.gov/93091>.

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**Greetings from the Superintendent  
(Continued)**

- Results of the California High School Exit Examination show that 93.3 percent of the Class of 2007 passed the exam, up 2.1 percent from last year. To obtain additional information, please visit the CDE Web site at <http://www.cde.ca.gov/92173>.
- Students' annual physical fitness scores this year increased for all three grade levels tested: 1.5 percent for fifth-grade students, 1.3 for seventh graders, and 2.7 percent for ninth graders. For more information, visit the CDE Web page at <http://www.cde.ca.gov/100500>.

**3. Record Number of Students Take Courses to Prepare for College**

- In 2007 more than 20 percent of high school students in California took Advanced Placement (AP) courses and succeeded on AP exams, scoring a "3," an indicator of success in college. The number of students who took AP courses was higher than ever before. Over the last five years there has been a positive trend of increased participation in AP by students in all ethnic subgroups and students from low-income families. To obtain additional information, please visit the following Web sites at <http://www.cde.ca.gov/76508> and <http://www.collegeboard.com/press/releases/152694.html>.
- In addition, 61,830 California students took the American College Testing (ACT) program this year, resulting in an increase in their average composite score to 22.1, up from last year's score of 21.6. The number of students who took the ACT was also higher than ever before. For more information, visit the CDE Web page at <http://www.cde.ca.gov/91818> and the ACT Web page at <http://www.act.org/news/data/07/pdf/states/California.pdf>.

**4. Advancements in Career Technical Education**

- CDE developed and the State Board of Education adopted a framework to provide instruction for career technical education in 58 pathways organized around 15 industry sectors. The framework specifies procedures and skills that students in grades seven through twelve would learn through the lens of conceptual understanding. Additional information is available at <http://www.cde.ca.gov/74374> and <http://www.cde.ca.gov/98702>.
- CDE successfully advocated the expansion of California Partnership Academies, with inclusion of \$53.8 million in the state budget, to fund up to 150 new academies over the next five years.
- CDE released two studies that show how quality career technical education programs are working to increase graduation rates and help students succeed academically. To obtain more information, visit the CDE Web site at <http://www.cde.ca.gov/79079>.
- CDE and the California Community Colleges released a draft of the federal Perkins Act Career Technical Education Plan for public review. To qualify for federal funds, CDE must have in place a career technical education plan. For more information, visit the CDE Web site at <http://www.cde.ca.gov/96033>.

**5. Progress Made in Student Data Collection**

Ninety-three percent of public school districts in the state have submitted important student information in preparation for the 2009 launch of the California Longitudinal Pupil Achievement Data System. The long-awaited information will be used for calculating enrollment and obtaining more accurate graduation and

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**Greetings from the Superintendent  
(Continued)**

dropout rates. However, the state budget did not include funding to support the collection and maintenance of these data by local school districts. More information is available at the CDE Web site at <http://www.cde.ca.gov/76507>.

**6. Building Partnerships to Improve Student Academic Success**

- For the fourth year in a row, CDE has won the prestigious Partnership State Award from the National Network of Partnership Schools for excellent leadership in developing family, school, and community programs to help students succeed in school. More information is available on the National Network of Partnership Schools Web page at <http://www.csos.jhu.edu/P2000/awards/2007/state/index.htm>.
- The Consul General of Italy and I signed a Memorandum of Understanding to work together to expand the teaching of Italian in California schools to help teachers and students meet the needs of the new global economy. This information is posted on the CDE Web page at <http://www.cde.ca.gov/75860>.
- CDE partnered with three other state agencies to directly certify low-income students to receive free meals at school more quickly through a state-level automated matching system. To obtain more information, please visit the CDE Web site at <http://www.cde.ca.gov/97634>.
- California has been accepted as one of five states to participate in the prestigious National Science, Technology, Engineering, and Math Equity Pipeline Project to attract more women into the fields of math and science. Additional information is posted on the CDE Web site at <http://www.cde.ca.gov/97847>.

**7. CDE, Teachers, and Schools Recognized for Excellence**

- Four middle schools were designated as California's 2007 Schools to Watch—Taking Center Stage for starting programs that improve student academic achievement. The schools were Canyon Middle School, Edna Hill Middle School, Frank M. Wright Intermediate School, and Oliver Wendell Holmes International Middle School. For more information, please visit the CDE Web site at <http://www.cde.ca.gov/81830>.
- Two schools were awarded the National No Child Left Behind Title I Distinguished Schools Recognition Award for having rigorous curricula and high expectations that challenged and inspired their students. The awardees were Manchester GATE School and KIPP Adelante Preparatory Academy. Additional information is available on the CDE Web site at <http://www.cde.ca.gov/75737>.
- Thirteen schools were named 2007 Model Continuation High Schools for their outstanding programs designed to help at-risk students succeed in school. To obtain more information, visit the CDE Web site at <http://www.cde.ca.gov/77517>.
- Four hundred sixty-one schools received the 2006-07 Title I Academic Achievement Award for demonstrating their success in ensuring that all students made significant progress toward reaching proficiency on California's academic content standards. Additional information is posted on the CDE Web site at <http://www.cde.ca.gov/81233>.
- One hundred seventy-one middle and high schools were selected as 2007 California Distinguished Schools for providing students with exemplary programs leading to college or careers. More information is available on the CDE Web site at <http://www.cde.ca.gov/81366>.

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**Greetings from the Superintendent  
(Continued)**

- Four adult education programs received the 2007 Programs of Excellence Award for offering innovative programs that address the needs of adult learners. The awardees were Grossmont Adult School, Napa Valley Adult School, Santa Clara Adult Education, and Tehachapi Mountain Adult School. To obtain more information, visit the CDE Web site at <http://www.cde.ca.gov/91987>.
- CDE's Clearinghouse for Specialized Media and Technology was selected as the winner of a 2007 Digital Education Achievement Award. The Clearinghouse designed a Web-based system to help students with disabilities gain access to curriculum used in the state's public schools. For more information, visit the CDE Web site at <http://www.cde.ca.gov/94398>.
- Twenty-four public schools were recognized by the federal government as 2007 No Child Left Behind-Blue Ribbon Schools for being national models of excellence. Additional information is posted on the CDE Web page at <http://www.cde.ca.gov/95484>.
- Five remarkable educators were named California Teachers of the Year for 2008. The awardees were Andee Aceves, Lewis Chapplear, Michael Allen Long, Gregory McFall, and Tamara "Tammy" Reina. For more information, visit the CDE Web page at <http://www.cde.ca.gov/98454>.
- Thirty-five schools were nominated to the 2008 No Child Left Behind-Blue Ribbon Schools Program for making great strides in ensuring their students are learning to their full potential. The winners will be named this year. To obtain more information, visit the CDE Web site at <http://www.cde.ca.gov/98556>.
- Two teachers were named winners of the Presidential Awards for Excellence in Mathematics and Science Teaching. The honors went to Tapp Hancock and Anne Marie Wotkyns. Additional information is posted on the CDE Web site at <http://www.cde.ca.gov/98703>.

**8. Guidelines and Recommendations Issued for Youngsters and Autistic Children**

- CDE and WestEd released the research-based publication *Infant/Toddler Learning and Development Program Guidelines* to enhance the well-being of children enrolled in early care and education programs. Additional information is posted on the CDE Web site at <http://www.cde.ca.gov/74482>.
- The Superintendent's Autism Advisory Committee submitted recommendations to the Legislature and the Governor on how public and nonpublic schools can better serve students with autism spectrum disorders and their families. For more information, visit the CDE Web site at <http://www.cde.ca.gov/98209>.

**9. Legal and Legislative Victories for Students and Youngsters**

- CDE and the American Diabetes Association came to a landmark agreement to ensure that California students with diabetes will have access to legally required care during the school day. For additional information, visit the CDE Web site at <http://www.cde.ca.gov/91503>.
- Emergency preschool regulations were passed to help children of military families qualify for state preschool. More information is available on the CDE Web site at <http://www.cde.ca.gov/99935>.

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**Greetings from the Superintendent  
(Continued)****10. Measures Sponsored by O'Connell Are Passed Into Law**

- **Assembly Bill (AB) 347 (Chapter 526, Statutes of 2007):** The measure would ensure that students who fail to pass the California High School Exit Examination may receive an additional two years of academic assistance from their school districts.
- **AB 485 (Chapter 233, Statutes of 2007):** Prohibits a nonpublic, nonsectarian school or agency whose certification has been revoked from being eligible to apply for recertification for two years from the revocation date.
- **AB 647 (Chapter 135, Statutes of 2007):** Changes the method of allocating Tobacco Use and Prevention Education funds to a single competitive grant.
- **AB 685 (Chapter 56, Statutes of 2007):** The bill will make technical changes to existing laws regarding special education and make state laws conform with new federal regulations.
- **AB 1663 (Chapter 454, Statutes of 2007):** This measure will make various revisions so that state law conforms to federal requirements regarding pupil identification, assessment, and eligibility; development of the individualized education program; and confidentiality of pupil information.
- **Senate Bill (SB) 132 (Chapter 730, Statutes of 2007):** The California *Education Code* assigns various duties to state and local educational agencies and governs the operation of public schools, community colleges, and universities in the state. This bill will make various clarifying and technical changes to the *Education Code* and also delete obsolete provisions from the code.
- **SB 733 (Chapter 304, Statutes of 2007):** Reauthorizes the Instructional Materials Funding Realignment Program for six years.
- **SB 734 (Chapter 476, Statutes of 2007):** Reauthorizes the follow-up adoption review by the California Department of Education, the review for social content compliance, and fees charged to publishers of instructional materials.

**Rio Vista Elementary School**

Rio Vista Elementary School, in the Placentia-Yorba Linda Unified School District, was selected as one of nine schools that recently exited Program Improvement to serve as a presenter at the On the Right Track 5 symposium held in Anaheim, California, last fall. The former principal, Randi Trontz, along with a team of staff members, was asked to tell the story of how they have improved student achievement by sharing strategies and techniques that other schools and districts could replicate. The following profile of Rio Vista School describes the steps that led to their school's success in raising student achievement.

Rio Vista Elementary School had 1,500 students in proficiency level two. The growth targets for the API was not achieved as far as the subgroup populations or schoolwide target. The school was ranked in decile two on the API. The staff was depressed, uncomfortable, and lacking in confidence because the school was not experiencing any growth for several years. Teachers at the school had a "poor me" attitude. The staff did not analyze assessment data to improve the instructional program. No consistent, standards-aligned curriculum had been implemented at the school. Seventeen



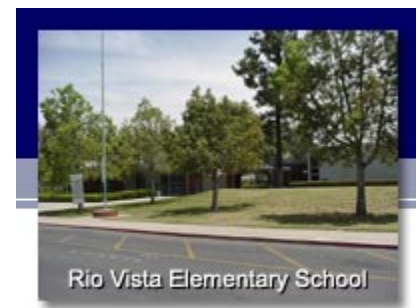
teachers were teaching with emergency credentials and not classified as highly qualified. There was no schoolwide discipline plan, and student behavior was out of control. Thus, the

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### **Rio Vista Elementary School (Continued)**

suspension rate at the school was high. A culture existed at Rio Vista where parental involvement was not welcome. The attitude of the staff toward parents was one of indifference. This atmosphere created an environment in which parents dropped off their children and never entered the school. Requirements for class size reduction resulted in crowded conditions for housing classes. The original classrooms were divided into smaller spaces, which created cramped and noisy facilities. The environment was not conducive to providing effective instruction.

Randi Tronz, a principal with 25 years of experience, started working at Rio Vista when the school was in year two of Program Improvement (PI). She felt that even with all of her experience the school was very challenging. Roberta Hennigan, a consultant with the Pulliam Group, helped staff members understand the school's level of performance in academic achievement. Roberta collected data for the staff to look at, and then she analyzed the data. The staff created action goals based on the consultant's report of findings. After analyzing the data, staff members started meeting in grade-level teams to collaborate and discuss student assessment data. The principal provided roving substitutes to meet quarterly with grade-level teams to refine analysis of the data, redesign instruction, and plan remediation strategies. In addition to the quarterly meetings for collaboration, classes were scheduled with the physical education preparation specialist to accommodate grade-level team collaboration and planning meetings for one hour every two weeks. The principal led the staff to establish goals that were higher than they had ever been to raise expectations for student achievement.



Rio Vista has been successful in improving the student achievement since the beginning of its reform initiative. Collaboration is valued and done on the teachers' own time. A schoolwide system of discipline was implemented, and student behavior has improved. The school underwent modernization, and two-thirds of the classrooms have been restored to their original size. The environment is now conducive to teaching and learning. The school district reorganized the school to decrease the enrollment by sending 550 students to a new school. The transfer of students decreased the enrollment from 1,500 students to 950. Rio Vista has increased its API score to 737, which is an increase of over 200 points since reform efforts began. Staff morale skyrocketed: staff members felt like princes and princesses, leaders of the parade, and proud of their accomplishments. Randi Trontz stated, "Rio Vista Elementary takes pride in being a safe, clean, and orderly school united by high expectations for all students. Our school programs support and inspire a passion for learning for students, staff, families, and the community."

A list of the schools and districts profiled at the symposium and honored for their success is posted at the CDE Virtual Library Web site at <http://www.cde.ca.gov/ta/lp/vl/improvingchs.asp>. The school profiles are provided to serve as a resource to schools seeking strategies to improve student academic achievement.

### **2008 No Child Left Behind-Blue Ribbon Schools Program**

State Superintendent of Public Instruction Jack O'Connell announced that 35 public schools in California are nominees for the 2008 No Child Left Behind (NCLB)-Blue Ribbon Schools Program, a national recognition program of the U.S. Department of Education. The 24-year-old program encourages states to nominate public

kindergarten-through-grade-twelve schools that are either academically superior or demonstrate dramatic gains in student achievement. Private schools are nominated by the Council for American Private Education.

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### **2008 No Child Left Behind Blue Ribbon Schools Program (Continued)**

Schools must fit one of two categories to be eligible. The school's student body must consist of 40 percent or more disadvantaged students whose level of proficiency places the school at the 60th percentile in English–language arts and mathematics in the highest grade level tested when compared with other schools in the state. All other schools must show a student proficiency level that places the school at the 90th percentile in English–language arts and mathematics in the highest grade level tested when compared with other schools in the state.

State Superintendent of Public Instruction Jack O'Connell said, "As we endeavor to close the achievement gap and prepare our students for the future, it is gratifying to acknowledge such important progress being made by hardworking educators and students throughout California. These schools have made great strides in ensuring their students are learning to their full potential."

Most of the schools nominated are 2007 California Distinguished Schools. Every school met the 2006 and 2007 (NCLB) adequate yearly progress (AYP) and the California API schoolwide and subgroup growth targets. The schools that showed the most schoolwide growth in each of the two categories described above were selected as nominees. Nominated schools submit an application to the U.S. Department of Education in February. The weight of the review criteria will rest overwhelmingly on growth and achievement in English–language arts and mathematics by significant subgroups over three years. The schools will need to meet 2008 AYP and API schoolwide and subgroup growth targets next fall. Those that meet these final targets will be honored at a ceremony in Washington, D.C., in the fall of 2008.

Each state may nominate a designated number of schools. California, with more than six million students and more than 9,300 public schools, is entitled to nominate 35 schools. Since there is no limit to the number of nominees that can be selected under the program, it is possible for all 35 nominees to be named Blue Ribbon schools. To obtain the list of schools, please visit 2008 Nominee Schools–Blue Ribbon Schools. For more information on the NCLB-Blue Ribbon Schools Program, visit the U.S. Department of Education's Web site at <http://www.ed.gov/programs/nclbbrs/index.html>.

### **Title I Academic Achievement Awardees**

State Superintendent of Public Instruction Jack O'Connell has named 239 California schools as 2007-08 Title I Academic Achievement Award winners. They represent 113 school districts in 33 counties. "These outstanding schools have shown that with hard work and tight focus, the challenges of poverty, language, and socioeconomic background can be overcome," said O'Connell. "They have created high-quality, active learning environments where the achievement gap is closing and where all students are reaching the expectations of our state's rigorous standards. In these schools, teachers and administrators work together to ensure that all students are progressing and moving toward graduation that will lead to more productive, successful lives. I am very proud of these schools and their accomplishments and am pleased to honor them as Academic Achievement schools."

This awards program recognizes only schools receiving federal Title I funds for socioeconomically disadvantaged students. The schools must demonstrate that all students are making significant progress toward proficiency on California's academic content standards. These standards define the knowledge, concepts, and skills students are expected to acquire at each grade level.

**Title I Academic Achievement Awardees  
(Continued)**

The criteria to qualify for the award have become more rigorous each year. Title I schools must demonstrate the achievement level of twice the schoolwide API growth target, meet all significant subgroup targets, and achieve twice the API growth target for the socioeconomically disadvantaged subgroup for two consecutive years. Schools also must have made AYP for two years in a row, and at least 40 percent of the enrolled students in each school must meet the poverty index.

Title I is a part of the federal No Child Left Behind Act of 2001 and is the largest federally funded program in the country. It is designed to improve the academic achievement of disadvantaged students. Of more than 9,000 schools in California, more than 6,000 of them are Title I schools.

The 239 awardees will receive recognition at an award ceremony planned in conjunction with California's Annual Title I Conference scheduled for April 21-22, 2008, at the Century Plaza Hotel in Century City. The conference is a premiere staff development opportunity for administrative and instructional educators serving Title I students and for parents of these students. For more information on the Title I Academic Achievement Awards program and a list of the awardees, please visit <http://www.cde.ca.gov/82838>.

**California Postsecondary Education Commission Grants**

The California Postsecondary Education Commission (CPEC) has awarded \$7,829,214 in new grants aimed at improving the quality of teaching and learning in kindergarten through grade two (K-2) in California. The CPEC grants were awarded to nine partnerships of universities and K-12 education agencies statewide. Each grant provides intensive training, on-site coaching, and follow-up activities for teachers during the first three years, with a fourth year funded to complete a rigorous evaluation of the impact of that training on student achievement. "Over the years, many studies have shown that getting children off to a good start is essential to future academic achievement, so this year's focus on education in kindergarten through grade two will help teachers provide that strong foundation for their students," said CPEC Executive

Director Murray Haberman. "Also, these grants require in-depth evaluation research to demonstrate the impact of the professional development on student achievement. The research allows CPEC to ensure that taxpayer dollars are spent on programs that really work in our schools and add to the knowledge base on effective teacher professional development."

The grants are part of a long-standing federal program that is now funded under the No Child Left Behind Act of 2001. CPEC has awarded more than \$93 million in grants to colleges and universities working in partnership with high-need local school districts since 1984.

The 2007 grants' target audience is teachers with students in kindergarten and grades one and two. Because professional development is often focused on reading, the majority of the grants focus on teaching science and mathematics. Many grants propose to integrate curriculum so that improvement in mathematics and science contributes to overall academic achievement by also helping students to master important skills in language arts.

Commission Chair Olivia Singh is enthusiastic about the awards. "These grants will provide hundreds of California teachers with expertise and support from colleges and universities so they can help thousands of

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**California Postsecondary Education Grants  
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young students get off to a better start in school,” she said. “This means those students will be better prepared to succeed throughout their education and in the high-skilled jobs required in today’s economy.”

CPEC advises the Governor and Legislature on higher education policy and fiscal issues. Its primary focus is to ensure that the state’s educational resources are used effectively to provide Californians with postsecondary education opportunities. More information about the Commission and its work is posted on its Web site at <http://www.cpec.ca.gov>. For more information about this program or individual projects, contact Karen Humphrey, Administrator, Improving Teacher Quality Program, at 916-445-1504 or by e-mail at [khumphrey@cpec.ca.gov](mailto:khumphrey@cpec.ca.gov). A complete list of CPEC Grant recipients as well as additional information about each project is posted at <http://www.cpec.ca.gov/federalprograms/pressrelease.asp>.

**Second Year Underway for New Oral Health Assessment Requirement**

Schools should now be sending home information about the new oral health assessment requirement to all kindergarten students and all first graders who did not attend public school kindergarten last year. Many schools included this information in kindergarten registration packets. By May 31 of each school year, students should submit proof to their school that they have had an oral health assessment. A form for this purpose, as well as a waiver request, is available on the <http://www.cde.ca.gov/ls/he/hn/>. The form and waiver request are also available online in several languages.



This new requirement was established by Assembly Bill 1433 and signed into law by the Governor on September 22, 2006. The new law (California *Education Code* [EC] Section 49452.8) requires that by May 31 each year students in kindergarten (or first grade if it is their first year in public school) submit proof of an oral health assessment performed by a licensed dentist or other licensed or registered dental health professional. By December 31 each year, districts are responsible for aggregating the data received from pupils in May of the prior school year and for sending an annual report to the respective county office of education. For example, by December 31, 2007, districts should have submitted to their county office the information received from students by May 2007 (the prior school year's kindergarten students). The specific information that must

be included in the district report is available on the <http://www.cde.ca.gov/ls/he/hn/oralhlthdistrict.asp>, as well as a link to an optional online reporting system. If districts choose not to use the online system, they should check with their county office concerning the preferred reporting format. A standard form for this purpose is not provided by CDE.

If you have any questions regarding the implementation of EC Section 49452.8, please contact Donna Bezdecheck, School Health Education Consultant, School Health Connections and Healthy Start Office, at 916-319-0283 or by e-mail at [dbezdech@cde.ca.gov](mailto:dbezdech@cde.ca.gov). If you have any questions regarding the related apportionments for this program, please contact Marcie Gregory, Education Fiscal Services Assistant, Management Assistance, Categorical Programs, and Audit Resolution Unit, at 916-324-4537 or by e-mail at [mgregory@cde.ca.gov](mailto:mgregory@cde.ca.gov).

## Connecting Kids to Healthcare

The Connecting Kids to Healthcare Through Schools (Connecting Kids) Program is designed to coordinate key organizations', agencies', and associations' participation in promoting affordable health care coverage for children. Connecting Kids is funded by the David and Lucile Packard Foundation in partnership with the Public Health Institute and the Managed Risk Medical Insurance Board.



Connecting Kids is successful with school-based outreach through the distribution of the Request for Information (RFI) form. The RFI form provides important information about no-cost or low-cost health coverage available to children. Parents or guardians can complete the RFI form if they want to receive more information about the health care programs. The form may be returned directly to the school or to a centralized statewide administrator. Connecting Kids can customize the RFI form to accommodate local needs and assist with outreach efforts. The RFI form can be requested in multiple languages and the necessary volume to facilitate local school-based outreach efforts. The RFI is available in English, Spanish, Vietnamese, Hmong, Chinese, Russian, Cambodian, Korean, Armenian, and Farsi. Upon receipt of a completed form, Connecting Kids will mail the parent a Medi-Cal for Families/ Healthy Families application. The application is available in 10 languages.

To request the RFI forms, please use the Parent Information flyer, which has been distributed to schools, school agencies, and community-based organizations through an annual mailing done by the California Department of Education and Connecting Kids. If you have not received one, you may access it by visiting the Connecting Kids to Healthcare Through Schools Web site at <http://www.connecting-kids.com>.

Schools prove to be one of the most effective ways of referring and enrolling uninsured children into health care coverage programs in California and nationally. Outreach through schools is a commonsense, high-impact strategy. Schools offer many opportunities for outreach through existing services provided to children, such as the National School Lunch Program, health services, school-based clinics, or school nurses. These services provide a great opportunity to inform families about available health care coverage. When parents or guardians hear about the state's no-cost and low-cost health care coverage programs through schools, it diminishes the stigma often associated with receiving public benefits. Together, we have the potential to assist approximately 500,000 uninsured children who are eligible for Medi-Cal for Families, Healthy Families, and Healthy Kids Programs. Good health is critical to children's academic success. Children with health coverage are less likely to be absent from school due to illness and are more prepared to attend school ready to learn. Healthy children make better students with improved school performance. Schools can play an important role in helping parents to gain access to affordable health care coverage for their children. Here's what you can do:

- Enclose the flyer entitled "Good News About Health Coverage" with school materials sent home to parents (e.g., back-to-school packets, school lunch menus, report cards) and distribute at parent meetings (e.g., parent-teacher conferences, open houses). If you are unable to duplicate large quantities, bulk print orders are available through the Connecting Kids Program by using the Parent Information flyer order form. Flyers can be ordered, free of charge, in many languages. If you need assistance with

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**Connecting Kids to Healthcare  
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ordering the form or would like to customize your order forms, please contact Judith Torres at [jtortes@mrmib.ca.gov](mailto:jtortes@mrmib.ca.gov) or at 800-670-4567. Order forms can also be downloaded at <http://www.connecting-kids.com>.

- Completed flyers returned to the school by parents should be mailed to the address specified at the bottom of the flyer. If your district would like to keep the flyers to follow up directly with parents, please inform the CK Program of the total count of returned flyers by e-mailing [jtortes@mrmib.ca.gov](mailto:jtortes@mrmib.ca.gov). This information assists CK in monitoring the success of our school-based outreach efforts.
- Promotional items may be available for use at health fairs, back-to-school nights, and parent-teacher conferences. Please contact CK to check availability.
- Contact Judith Torres at 800-670-4567 or by e-mail at [jtortes@mrmib.ca.gov](mailto:jtortes@mrmib.ca.gov) if you have questions or need technical assistance.

Our common goal is to ensure that California's children grow into knowledgeable, competent, and healthy adults who can reach their full potential. If you would like to obtain additional information on the Healthy Families, Medi-Cal for Families, or Healthy Kids programs, please call the CK Program at 800-670-4567.

## Calendar of Events

### February

February 24-26, 2008

#### [The Education Trust-West](#)

Closing California's Achievement and Opportunity Gaps: Our Mission is Possible. The Time is Now.

Grand Hyatt San Francisco on Union Square, San Francisco, California

Molly Mauer, [mmauer@edtrustwest.org](mailto:mmauer@edtrustwest.org), 510-465-6444. <http://www.edtrustwest.org>

### March

March 3-5, 2008

#### [California Consortium for Independent Study \(CCIS\)](#)

Spring 2008 Conference and Compliance Training

Portola Plaza Hotel, Monterey, California

Marcia Abrahamsen, [marciaccis@gmail.com](mailto:marciaccis@gmail.com), 650-965-3404. <http://www.ccis.org>

March 4-7, 2008

#### [California Charter Schools Association](#)

The 15th Annual California Charter Schools Conference

Sacramento Convention Center, Sacramento, California

Lee Condon, [conference@charterassociation.org](mailto:conference@charterassociation.org), 310-228-0303. <http://www.charterconference.org>

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## Calendar of Events

### (Continued)

March 6-8, 2008

[Computer-Using Educators \(CUE\), Inc](#)

2008 Annual Conference - Pearls of Learning

Palm Springs Convention Center, Palm Springs, California

Marisol Valles, [cueinc@cue.org](mailto:cueinc@cue.org), 510-814-6630. <http://www.cue2008.org>

March 6-8, 2008

[California Association for Bilingual Education](#)

CABE 2008: 33rd Annual Conference

San Jose McEnergy Convention Center, San Jose, California

Delma Chwilinski/Ruth Navarette, [info@bilingualeducation.org](mailto:info@bilingualeducation.org), 626-814-4441.

<http://www.bilingualeducation.org>

March 6-8, 2008

American Indian Education Center - Directors Association

31st Annual Conference

Red Lion Inn & Holiday Inn, Redding, California

Irma Amaro, [life@charterinternet.com](mailto:life@charterinternet.com), 530-275-1513

March 7-8, 2008

[California Association of Teachers of English \(CATE\)](#)

CATE 2008 "Reading the Water; Writing the Wind"

Hyatt Regency Long Beach, Long Beach, California

Teisha Hase, [hasetpudding@sbcglobal.net](mailto:hasetpudding@sbcglobal.net), 530-342-1047. <http://www.cateweb.org>

March 8, 2008

[The College Board](#)

K-12 Professional Development Workshops

Chapman University, Orange, California

Registration Center, [wro@collegeboard.org](mailto:wro@collegeboard.org), 866-392-4078. <http://www.collegeboard.com/meetings>

March 14-16, 2008

[California Association for Music Education \(CMEA\)](#)

Annual Conference

Sacramento Convention Center, Sacramento, California

Nancy Carr, [ncarr@cde.ca.gov](mailto:ncarr@cde.ca.gov), 916-445-5669. <http://www.calmusiced.com>

March 24-26, 2008

[California Department of Education](#)

20th Annual California Partnership Academies Conference

San Diego Marriott Hotel and Marina, San Diego, California

Machelle Martin, [mamartin@cde.ca.gov](mailto:mamartin@cde.ca.gov), 916-319-0473. <http://www.cde.ca.gov/ci/gq/hs/cpagen.asp>

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**April****Calendar of Events****(Continued)**

April 10-12, 2008

[Computer-Using Educators \(CUE\)](#), in partnership with the [Association of California School Administrators \(ACSA\)](#) and the [Technology Information Center for Administrative Leadership \(TICAL\)](#)

Leadership 3.0 Symposium

Westin San Francisco Airport Hotel, Millbrae, California

Michele Cuartilon, [mcuartilon@portical.org](mailto:mcuartilon@portical.org), 831-479-5391. <http://www.lead3.org>

April 24-25, 2008

[The College Board](#)

A Dream Deferred: The Future of African American Education

Westin Los Angeles Airport, Los Angeles, California

Carmen Quinones, [dreamdeferred@collegeBoard.org](mailto:dreamdeferred@collegeBoard.org), 408-367-1422.

<http://www.collegeboard.com/dreamdeferred>

## Resources

CDE provides information about Achieving Success for All Students: A Statewide Initiative on Closing the Achievement Gap posted at <http://www.closingtheachievementgap.org>.

Programmatic and fiscal resources to build, implement, and sustain the quality of before- and after-school programs, including school-age care and other out-of-school opportunities for children and youths, are posted on the CDE Web site at <http://www.cde.ca.gov/ls/ba>.

CDE offers information regarding student testing on its Web site at <http://www.cde.ca.gov/ta/tg/sr>.

CDE also offers information regarding curriculum frameworks, the adoption cycle for instructional materials for kindergarten through grade eight, and the academic content standards on its Web site at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.

The 2008 *Educational Resources Catalog* is available on the CDE Web site at <http://www.cde.ca.gov/re/pn/rc>. The catalog includes descriptions of CDE publications and resources and information on how to order the documents.

The National Parent/Teacher Association (PTA) has posted several resources for parents and educators at <http://www.pta.org>. The PTA magazine, *Our Children*, provides parents with resources and information about how to make households, neighborhoods, schools, and communities better places for children. The newsletter is posted on the PTA Web site at [http://www.pta.org/pr\\_our\\_children\\_magazine.html](http://www.pta.org/pr_our_children_magazine.html) and is written in English and in Spanish.

Answers to frequently asked questions about pandemic flu provide information about how schools can prepare for a possible pandemic and are posted on the CDE Web site at <http://www.cde.ca.gov/ls/he/hn/fluinfo.asp>.

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**Resources  
(Continued)**

The Cancer Prevention and Nutrition section of the California Department of Health Services (CDHS) has introduced a “Harvest of the Month” tool kit. It encourages students to increase their consumption of a variety of colorful fruits and vegetables and engage in physical activity every day. The “Harvest of the Month” tool kit is available on the CDHS Web site at <http://www.harvestofthemonth.com>.

The California Children’s 5 a Day—Power Play! campaign works to educate, motivate, and empower children ages nine to eleven to eat fruits and vegetables and be physically active. The campaign produces a variety of materials that are research-based, educator-friendly, and appealing to children. Schools with at least 50 percent of their students enrolled in the free and reduced-price meal program may request free copies of the 5 a Day—Power Play! educational and promotional materials free of charge from the regional coordinator. To locate your regional coordinator, visit the California 5 a Day—Power Play! Web site at <http://www.dhs.ca.gov/ps/cdic/cpns/network/rnn.htm>. Materials include printed copies of the “School Idea and Resource Kits” for fourth and fifth grades and student workbooks for each participating student as well as the **Community Youth Organization Idea and Resource Kit** for after-school and summer programs. The kits may also be downloaded at [http://www.dhs.ca.gov/ps/cdic/cpns/powerplay/pp\\_resources.htm](http://www.dhs.ca.gov/ps/cdic/cpns/powerplay/pp_resources.htm). They will soon be available for purchase by schools that do not qualify to be given copies of the materials free of charge.

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